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ABSTRACT

This document describes the Virginia Department of Correctional Education's (DCE) Transition Program, which assists juvenile offenders in making the transition from one school program to another. The student is moved from the community to a detention home school, then to the Department of Youth and Family Services Reception and Diagnostic Center, to a learning center, and back to the community. The report includes the following sections: definitions; community advisory board members; mission, philosophy, goals, and organization of the DCE; and the four phases of the transition program--agency awareness, transfer of records, preplacement planning, and student follow-up. Appendices contain the following: transition fact sheet, exit interview form, probation and school aftercare report forms, transition report form, release/exchange of information, parental consent letter, and secondary school transcript form. (SK)

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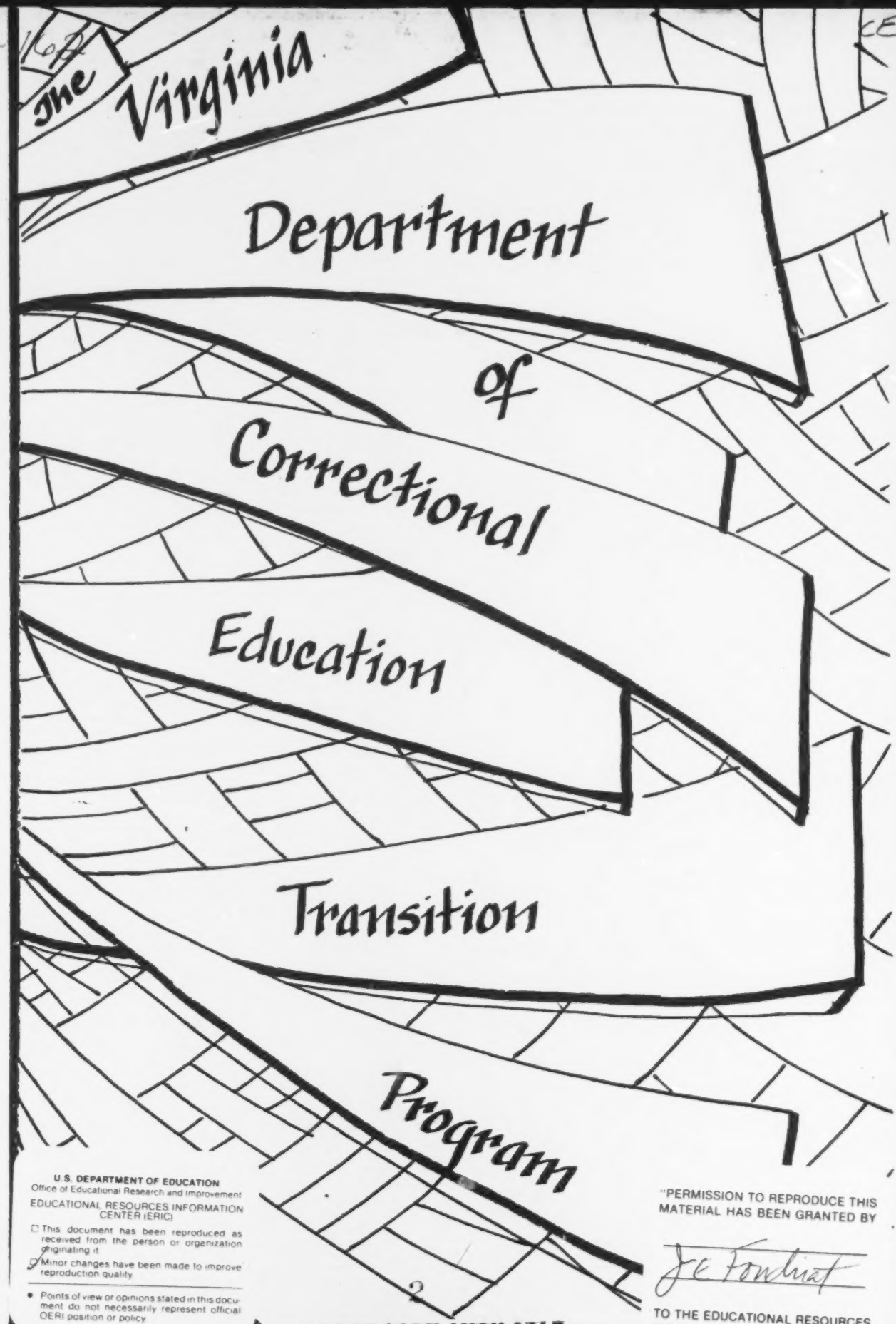

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THE VIRGINIA DEPARTMENT OF CORRECTIONAL EDUCATION

Osa D. Coffey, Ph.D.
Superintendent

Helen C. Williams, Director
Special Programs

Robert L. Slaughter, Coordinator
Chapter 1/Transition

VIRGINIA DEPARTMENT OF EDUCATION

Charles L. Conyers, Education Lead Specialist
Grant Administration

Macio H. Hill, Education Associate Specialist
Grant Administration

DCE Transition Program

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PREFACE

The Department of Correctional Education Transition Program was developed by Ms. Helen Williams, Ms. Gloria Green, and Mr. Robert Slaughter. These staff work at DCE Central Office and comprise the Division of Special Programs for the DCE. Input to the program was provided by an interagency Task Force comprised of 12 members representing a cross section of the major agencies affected by transitioning.

Introduction To The Transition Program

The Department of Correctional Education's Transition Program was developed to assist juvenile offenders as they transition from one school program to another. The student is transitioned from the community to a detention home school, then to The Department of Youth and Family Services Reception and Diagnostic Center, to a learning center and back to the community. Developing a transition plan for each student as he/she moves through the institution increases the chances that the student will remain in school or employment following release from the institution.

The program is divided into four major areas of concerns:

A. Agency Awareness

B. Transfer of Records

C. Pre-Placement Planning

D. Student Follow-up

DEFINITIONS

1. DCE - The Department of Correctional Education is a state agency whose mission is to provide educational services to incarcerated youth and adults throughout the Commonwealth of Virginia.

2. DOC - The Department of Corrections is a state agency whose mission is to provide for the welfare of incarcerated youth and adults who have been committed to the Department.

3. DYFS - The Division of Youth and Family Services is a separate state agency responsible for the care and custody of incarcerated youth throughout the state.

4. LEA - stands for the Local Education Agency. There are 135 lea's within the state. Each locality is entirely responsible for education within its district.

5. Learning Center - Facilities for juvenile offenders are called learning centers. There are five learning centers for male offenders and one GED learning center in the state.

6. IEP - The Individualized Education Program is a written educational plan developed for each handicapped student to meet his/her unique needs.

7. Group Home - Residential facilities operated by the Department of Corrections in which a youth can complete serving his/her commitment in a structured setting. There are group homes throughout Virginia.

8. Transition Specialist - An individual at each of the learning centers who is responsible for the transitioning of a youth from the time that he/she enters the system to the time that he she exits the system. The transition specialist at each learning center provides support services that assist students in their adjustment to moving from a community setting to a correctional program and back into the community.

9. Reception and Diagnostic Center - The facility through which all juveniles committed to the Department of Corrections must be processed. Here, the students are evaluated in the following areas: educational, medical, psychological, social, and behavioral. Students remain here for approximately three weeks prior to being assigned permanently to one of the learning centers.

10. Probation Officer - The probation officer or after care-worker is the individual whose responsibility for the youth begins when he/she is released from the learning center back to the community. The youth must make periodic visits to the probation officer while on aftercare.

11. Multidisciplinary team - The multidisciplinary team is comprised of the following: (1) DCE principal, (2) DOC caseworker, (3) psychologist, (4) nurse, (5) cottage manager. The multidisciplinary team has the responsibility of determining Special Education eligibility for the students.

12 Comprehensive Service Plan - The plan for each youth committed to the Department of Youth and Family Services. It lists a continuum of services which meet the needs of identified youth throughout the period of commitment. Evaluation, educational treatment programs, aftercare placement and supervision are to be coordinated to form a relevant, comprehensive plan which assures consistent delivery of services across a variety of settings.

13. Vocational Rehabilitation Services - The state agency whose responsibility is to provide vocational assessment and training to qualified candidates.

14. Institutional Counselor - Provides on-site counseling services, family involvement and aftercare placement for each youth at the learning centers.

15. IIP - The Individualized Instructional Plan is developed for all students who are non-identified students. Specific educational goals and objectives are assigned to meet the needs of individual students.

16. IRC - The Institutional Review Committee reviews student cases and approves students' release. The IRC is comprised of the facility manager, a psychologist, and the DCE principal.

17. CRC - The Central Review Committee hears appeals of youth and facility transfers. The CRC is comprised of the Chief Psychologist for the Division of Youth Services, a central office representative from the Department of Correctional Education, and a central office representative from the Division of Youth and Family Services.

COMMUNITY ADVISORY BOARD

The Department of Correctional Education has appointed a transition advisory board. The purpose of the inter-agency advisory board is to research, plan, coordinate and implement transitional assistance for students both before and after release. Such assistance would include the student returning to public school or to an alternative school setting, job information and placement, community and social services and private sector involvement in transition activities.

Transition Advisory Board. Membership on the inter-agency advisory board includes representation from the following agencies:

Department of Correctional Education

Department of Corrections

Department of Criminal Justice Services

Governor's Employment and Training Department

Virginia Parole Board

Department of Labor and Industry

Virginia Employment Commission

Department of Education

Department of Social Services

Department of Mental Health, Mental Retardation,
Mental Retardation and Substance Abuse Services

Division of Youth and Family Services

Department of Rehabilitative Services

Department for the Rights of the Disabled

DEPARTMENT OF CORRECTIONAL EDUCATION

The Virginia Department of Correctional Education (DCE), formerly the Rehabilitative School Authority, was created in 1974 by the Virginia General Assembly (Code of Virginia, Chapter 18, Sections 22.1-339-22.1-345). Renamed in July 1985, the DCE is a separate cabinet level agency that operates independently of the Department of Corrections. The DCE provides education programs and related services in 18 institutions, 7 juvenile facilities, and 25 field units. In addition, the DCE provides technical assistance upon request to any of 97 jails throughout the state. Administrative supervision of the DCE is vested in the Superintendent of Schools who is appointed by the Governor and reports to the Secretary of Public Safety. The DCE has a policy Board (The Board of Correctional Education) that functions like a local school board. The Board is comprised of seven voting members appointed by the Governor and four ex-officio members.

MISSION STATEMENT

The Department of Correctional Education provides quality education programs that meet the varying needs of youth and adults committed to correctional facilities operated by the Virginia Department of Corrections. These programs include academic, prevocational ,vocational special education, social skills, and post-secondary offerings and are in compliance with state and federal laws and regulations.

DEPARTMENT OF CORRECTIONAL EDUCATION

Philosophy Statement

The Department of Correctional Education adheres to a wholistic philosophy of education. Programs are therefore geared toward helping individuals realize their potential, helping them obtain the skills needed to become productive members of society, and addressing ethical and humanistic concerns. The DCE holds that by helping individuals develop their cognitive abilities and social skills, providing them with meaningful employment skills, and helping them to successfully integrate into mainstream society, they will have the ability and desire to choose socially acceptable behaviors as an alternative to their current life styles. The DCE further believes that the general public will benefit in that well adjusted and productive citizens are less likely to recidivate and more likely to make positive contributions to society.

DEPARTMENT OF CORRECTIONAL EDUCATION

Goals Statement

1. To conduct for all juvenile and adult offenders, a comprehensive assessment of educational and vocational needs and aptitudes.

2. To provide individual program plans for each student.

3. To provide a comprehensive education program for all eligible inmates that includes academic education, pre-vocational, vocational education, special education, social skills, and post-secondary programs. These shall be supplemented by other programs as dictated by the needs of the institutional population. The implementation of this comprehensive education program includes the specific objectives listed below.

    a. To identify educational deficiencies and provide instruction that will enable adult offenders to raise their functional literacy level to a minimum of the 8th grade or to the highest grade level attainable for an individual inmate based on standardized test results.

    b. To provide academic instruction that would facilitate re-entry into a public school system or lead to attainment of a GED certificate.

    c. To provide post-secondary education to eligible adult/juvenile offenders through public and private educational agencies.

    d. To provide pre-vocational programs that introduce the student to employment areas, the world of work, and the work ethic.

    e. To provide vocational programs to eligible adult/juvenile offenders that will lead to the acquisition of at least entry level job skills and attitudes.

    f. To provide apprenticeship and related studies to eligible adult/juvenile offenders in coordination with the inter-agency apprenticeship council.

    g. To provide an inter-disciplinary link between academic, pre-vocational, vocational, apprenticeship programs, and Virginia Correctional Enterprises.

    h. To provide appropriate educational and support services for all handicapped inmates in compliance with Education for all Handicapped Act (P.L. 94-142) and Section 504 of the Vocational Rehabilitation Act.

    i. To provide social, life, and employability skills training that will assist adult/juvenile offenders to make a successful transition into society.

    j. To provide fine arts programs to adults/juvenile offenders.

    k. To provide physical education programs for juvenile offenders.

    l. To conduct a regular, systematic evaluation of student progress and achievement.

4. To provide appropriate educational support services that will assist students in overcoming their educational deficiencies.

5. To provide library services for educational and recreational purposes in compliance with the ACA/ALA Library Standards.

6. To provide opportunities through all DCE activities for adult/juvenile offenders to examine and develop socially acceptable behaviors, values, and attitudes as well as develop critical thinking and learning skills.

7. To provide special recognition for adult/juvenile offenders who participate in DCE programs.

8. To provide educational programs, services, and access to community programs and resources for female offenders equal to that provided for male offenders served by the DCE.

9. To provide transition services and inter-agency linkages that will facilitate the transition of adult/juvenile offenders into the work community and assist in their integration into the mainstream of society.

10. To develop and maintain cooperative working relationships with public and private sector representatives to supplement and complement DCE program opportunities.

11. To conduct a systemwide, annual, internal program evaluation

12. To conduct a periodic, systemwide, external program evaluation.

13. To conduct periodic research and follow-up activities that will help determine program effectiveness and assist in planning.

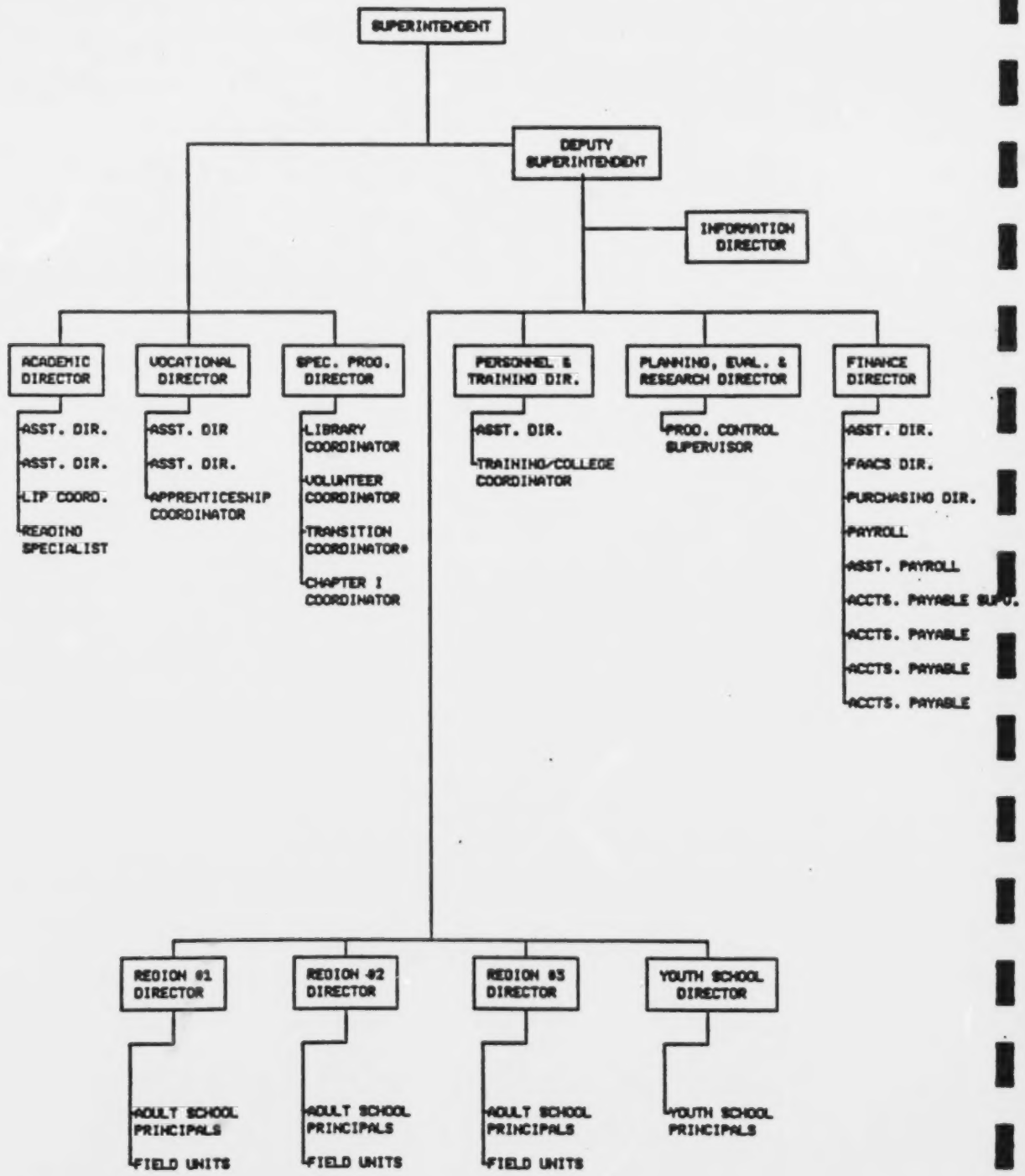
14. To provide an on-going staff development program and to ensure employee access to that program in order to facilitate updating or upgrading of professional skills.

15. To provide upon request technical assistance to jails in the establishment of jail education programs.

16. To reach and maintain compliance with the program standards published by the Correctional Education Association, the National Center for Research in Vocational Education, and the American Correctional Association.

17. To maintain and foster a cooperative relationship with DOC staff and to work with DOC staff in achieving the aforementioned goals.

DEPARTMENT OF CORRECTIONAL EDUCATION
ORGANIZATIONAL CHART



agency awareness

Phase I

AWARENESS

AWARENESS

As the transition process unfolded and research was conducted relative to various agencies' roles in transitioning, it was noted that there was a lack of communication between various agencies. There was a sense of feeling that many public schools and other state agencies were not aware of the Department of Correctional Education's existence, mission, or philosophy. Some had heard of the DCE but had no conceptual idea of what educational programs (academic, vocational, college, etc) the DCE offered. There was often the misconception that our agency was the same as the Department of Corrections or that we were under the Department of Corrections. At the onset of the Transition initiative there will be a concentrated effort to disseminate information relative to the Department of Correctional Education's purpose and mission. Efforts to foster good working relations and enhanced communication will be engendered as a part of the DCE's initial transitioning program. The transitional process will flow more smoothly when professionals from various agencies who serve the same client become cognizant of the purposes, missions, work procedures, and policies of fellow agencies and workers. An awareness of other agencies will provide continuity of services for adjudicated youth.

ASSESSMENT

The first step in developing a Transition Program was to interview DCE teachers and public school guidance counselors via a survey to determine the needs of the population which we are serving. As a result of the survey specific problems were identified as students moved from the public school to the learning center and transitioned back to the public school setting. Included in this program are the samples of the questionnaire sent out to public school guidance counselors and to DCE learning center administrators and teachers.

A summary of the significant findings is detailed below: The data presented is based upon 98 respondents in the DCE learning center administrator and teacher survey.

(1) Fifty-eight respondents identified as a problem the fact that students' records moved slowly or not at all between learning center staff and public school staff.

(2) Eighty-four respondents felt that the lack of special programs for pre-release students was a problem.

(3) Ninety-seven respondents felt the student's return to a dysfunctional home environment was a serious obstacle to successful transitioning.

(4) Seventy-six respondents felt that direct help should be provided for pre-release students in the form of special counseling or programs.

(5) Forty-nine respondents felt that a dossier should be prepared on each student scheduled for release using learning center records.

(6) Seventy respondents felt that the Transition Specialist should serve as a liaison between the public school and the learning center.

The following significant findings from Public School guidance counselors is based upon thirty-four returned questionnaires.

(1) Twenty-two respondents felt that students' records move extremely slowly or not at all between the learning center school and public school.

(2) Twenty-two respondents felt that public school teachers are not informed about the background of students before they enter classes.

(3) Twenty-five respondents felt that there were no special programs for pre-release or newly released students.

(4) Sixteen respondents felt that there were no clearly defined procedures for transferring records between learning center schools and public schools.

(5) Twenty-four respondents felt that the notification of a student's release is not given early enough to allow sufficient time for records to be received by the public schools.

(6) Fifteen respondents felt that the child could not adjust to the less-structured atmosphere of public schools.

(7) Twenty-four respondents felt that the child returned to a dysfunctional home environment.

(8) Twenty-seven respondents felt that a dossier on each student scheduled for release should be prepared using available learning center school records.

(9) Twenty-seven respondents felt that direct help should be provided to pre-released students in the form of special counseling or programs.

(10) Eighteen respondents felt that the transition specialist should serve as a liaison between public schools and learning center school personnel.

Rentry Questionnaire for Learning Center Administrators and Teachers.

I. Communication between public school and training school seems to break down at many places in the re-entry process. To what extent do you feel each of the following is a problem in the re-entry of learning center school students back into public schools?

1	2	3	4
Very Much A Problem	Somewhat A Problem	Minor A Problem	Not A Problem

___1. Student's records move extremely slowly or not at all between learning center school and public school.

___2. Release dates of children are changed without public schools being informed of the change.

___3. School records which arrive with the child are not relevant to his/her new situation.

___4. Public school teachers are not informed about the background of students before they enter classes.

___5. There is considerable confusion and delay in placing students in classes or programs when they return to public school from learning center schools.

II. Circle the number of the problems which you think are major obstacles to the efficient formulation and exchange of student records

1. There is not enough personnel to handle the transfer of records.
2. The existing system for completing student records at learning center schools is inefficient.
3. Public school personnel do not attend pre-release conferences.
4. Notification of student's release is not given early enough to allow time to gather and transfer information.
5. Public school teachers are unwilling to use information gathered on a student in a learning center school.
6. Other (please specify)

III. Using the same scale as in part one, to what extent do you feel each of these to be a major problem in the movement of learning center students back into public school.

___1. Lack of special help programs for pre-release students..

___2. Students' fear of new situation causing unacceptable behavior just prior to release.

___3. The demands placed on children by a change from a highly structured to a less structured atmosphere.

IV. Which two of the following do you feel are the most serious obstacles to a child's successful transition from the learning center school to public school? Circle your answer

1. Public school has no program available to meet the child's needs.
2. There is prejudice against the child already from past experience in the same school.
3. Child cannot adjust to the much more relaxed structure of public schools.
4. Child returns to a bad home situation.
5. Student deliberately gets in trouble in public school so that he/she will be sent back to the learning center, which is a familiar environment.
6. Other (please specify)

V. Listed below are some of the suggested courses of action for the ReEntry program. Please circle those with which you are in agreement. Use the space below each statement for comments if you like.

1. Prepare a dossier on each student scheduled for release using available learning center school records.
2. Develop some forms or plans for collecting additional data on pre-release students.
3. Contact public schools and strongly encourage participation of public school personnel in pre-release conferences.
4. Sit in for public school personnel in pre-release conferences.
5. Provide in-service training for public and learning center school teachers on how to deal with problems of re-entry students.
6. Provide direct help to pre-release students in the form of special counseling or programs.
7. Serve as a liaison between public and learning center school personnel.
8. Collect and provide some feedback on the progress of the children after they have re-entered public schools.
9. Provide feedback on what problems each public school experiences in using information from the records provided by learning center schools.
10. Introduce re-entry goals to groups and individuals in the community and secure their support in meeting these goals.

School _____ Teacher ☐

Administrator ☐

Subject taught _____

ReEntry Questionnaire for Public School Personnel

Part I. To what extent do you think each of the following is a problem in the re-entry of learning center school students back into public schools? Please write the number of the appropriate response in the space provided.

Response Categories

1	2	3	4
Very Much A Problem	Somewhat A Problem	Minor Problem	Not A Problem

___ 1. Students' records move extremely slowly or not at all between learning center school and public school.

___ 2. Release dates of children are changed without public schools being informed of the change.

___ 3. School records which arrive with the child are not relevant to his/her new situation.

___ 4. Public school teachers are not informed about the background of students before they enter classes.

___ 5. There is considerable confusion and delay in placing students in classes or programs when they return to public school from learning center schools.

___ 6. There are no "special" programs for pre-release or newly released students.

___ 7. Students discomfort with a new situation upon reentering public schools results in inappropriate behavior.

___ 8. Children have difficulty adjusting from the highly structured atmosphere of the learning center school to the less structured public school setting.

Part II. Circle the number of the problems which you thin are major obstacles to the efficient formulation and exchange of student records.

1. There are no clearly defined procedures for transferring records between learning center schools and public schools.

2. The existing system for completing students records at learning center schools does not meet the needs of public schools.

3. Public school personnel do not attend pre-release conferences.

4. Notification of a student's release is not given early enough to allow sufficient time for records to be received by the public schools.

5. Public school teachers are unwilling to use information gathered on a student in a learning center school.

6. Other (please specify)

Part III. Which two of the following do you feel are the most serious obstacles to a child's successful transition from the learning center school to public school? Circle your answers.

1. Public schools have few programs available to meet the child's needs.

2. There is prejudice against the child from past experience in the same school.

3. Child cannot adjust to the much more relaxed structure of public schools.

4. Child returns to a dysfunctional home situation.

5. Student deliberately gets in trouble in public school so that he/she will be sent back to the learning center, which is a familiar environment.

6. Other (please specify)

Part IV. Listed below are some of the suggested courses of action for the ReEntry program. Please circle those with which you are in agreement. Use the space below each statement for comments if you like.

1. Prepare a dossier on each student scheduled for release using available learning center school records.

2. Collect additional data on pre-release students and provide it to the public school.

3. Contact public schools and strongly encourage participation of public school personnel in pre-release conferences.

4. Have ReEntry counselor sit in for public school personnel in pre-release conferences.

5. Provide in-service training for public and learning center school teachers on how to deal with problems of transition students.

6. Provide direct help to pre-release students in the form of special counseling or programs.

7. Serve as a liaison between public and learning center school personnel.

8. Collect and provide some feedback on the progress of the children after they have re-entered public school.

9. Provide feedback on what problems each public school experiences in using information from the records provided by learning center schools.

10. Introduce transition goals to groups and individuals in the community and secure their support in meeting these goals.

DEMOGRAPHIC INFORMATION ON YOUTHS COMMITTED TO DOC DURING FY 1987-88

SEX

	Males	%	Females	%	Totals
Barrett	159	100%	0	0%	159
Beaumont	438	100%	0	0%	438
Bon Air	0	0%	153	100%	153
Hanover	253	100%	0	0%	253
Natural Bridge	128	100%	0	0%	128
Oak Ridge	14	100%	0	0%	14
not recorded	58	100%	0	0%	58
TOTALS	1,050	87%	153	13%	1,203

RACE

	Black	%	White	%	Asian	%	India	%	N R	%	TOTALS
Barrett	92	58%	65	41%	1	1%	0	0%	1	1%	159
Beaumont	239	55%	191	44%	1	0%	0	0%	7	2%	438
Bon Air	67	44%	83	54%	2	1%	0	0%	1	1%	153
Hanover	146	58%	103	41%	4	2%	0	0%	0	0%	253
N. Bridge	47	37%	77	60%	0	0%	1	1%	3	2%	128
O. Ridge	11	79%	3	21%	0	0%	0	0%	0	0%	14
not recorded	10	17%	17	29%	0	0%	0	0%	31	53%	58
TOTALS	612	51%	539	45%	8	1%	1	0%	43	4%	1,203

AGE DISTRIBUTION

	11	12	13	14	15	16	17	18	19	TOTALS
Barrett	3	6	40	81	24	1	4	0	0	159
Beaumont	0	0	2	3	17	148	221	45	2	438
Bon Air	0	2	6	21	39	44	32	9	0	153
Hanover	0	0	3	22	141	81	4	2	0	253
N. Bridge	1	1	0	5	17	48	51	5	0	128
O. Ridge	0	1	1	5	3	3	1	0	0	14
not recorded	2	1	6	9	12	14	11	3	0	58
TOTALS	6	11	58	146	253	339	324	64	2	1,203

	AGE RANGE		AVERAGE AGE
Barrett	11.2	17.7	14.3
Beaumont	13.4	19.6	17.1
Bon Air	12.1	18.4	16.0
Hanover	13.3	18.6	15.7
N. Bridge	11.9	18.8	16.7
O. Ridge	12.3	17.0	15.0
not assigned	11.2	18.0	15.6
TOTALS	11.2	19.6	16.2

EDUCATIONAL INFORMATION ON YOUTHS COMMITTED TO DOC DURING FY 1987-88

Educational status at time of commitment

	Pub Sch	Alt Pro	Home-bount	Susp	Exp/ With	Drop Out	Out 1 yr	Out 2 yr	Out 3 yr	From DCE	Col	Nr	Totals
Barrett	105	31	0	5	7	5	2	0	0	3	0	1	15
Beaumont	179	63	1	12	32	64	36	4	1	44	1	1	438
Bon Air	87	22	1	4	12	14	4	2	0	6	1	0	153
Hanover	142	48	2	14	16	12	8	1	1	8	0	1	25
N. Bridge	73	0	0	0	10	18	11	1	1	3	0	9	12
O. Ridge	10	4	0	0	0	0	0	0	0	0	0	0	14
Not Rec.	34	6	0	2	4	9	0	1	0	1	0	1	58
TOTALS	630	147	5	38	81	122	61	9	3	65	2	13	1203

Last grade completed prior to commitment

	2	3	4	5	6	7	8	9	10	11	12	ungra or NR	Tota
Barrett	0	1	4	5	30	46	40	17	0	0	1	0	15	159
Beaumont	0	0	3	0	0	27	59	132	100	30	13	14	60	438
Bon Air	0	0	0	0	3	19	26	51	26	13	2	3	10	153
Hanover	0	1	1	2	12	49	67	82	15	4	0	0	20	253
N. Bridge	0	0	0	1	2	6	28	54	28	3	3	1	2	128
O. Ridge	0	2	0	1	2	2	5	2	0	0	0	0	0	14
Not Rec.	0	0	0	3	6	9	9	9	7	0	0	1	14	58
TOTALS	0	4	8	12	55	158	234	347	146	50	19	19	121	1203

Functioning Grade Level

	abo lev	bel 1	bel 2	bel 3	NR	gr TOTAL	1	2	3	4
Barrett	0	21	40	57	22	9	10		159	
Beaumont		6	27	65	120	100	72	48		438
Bon Air	2	16	45	55	19	12	4		153	
Hanover		1	13	65	72	56	28	18		253
N. Bridge		0	10	24	40	34	19	1		128
O. Ridge		0	2	2	3	5	1	1		14
Not Rec.		0	5	13	13	15	6	6		58
TOTALS		9	94	254	360	251	147	88		1203

EDUCATIONAL INFORMATION ON YOUTHS COMMITTED TO DOC DURING FY 1987-88

Adjustment problems in previous school

	Barr	Beau	Bon A	Han	N Br	O Ri	NR	Totals	
Aggress/Threat	2	1	0	0	0		0	1	4
Attend/Fighting	3	9	3	4	1		0	4	24
Attendance	26	119	58	68	44		1	18	334
Dislike School	3	31	3	10	9		0	2	58
Disruptive	28	56	12	31	13		1	2	143
Nec to susp/exp	21	60	15	54	21		6	11	188
Needs Spec Ed	6	15	3	5	4		2	2	37
No major Prob	33	83	38	43	22		2	6	227
Prob w/peers	1	1	2	0	0		0	1	5
Repeated susp	7	12	3	9	5		1	3	40
Totally Disrup	18	31	8	21	5		0	7	90
Prob w/Auth	0	2	3	0	0		0	0	5
Fighting/Disru	1	0	0	0	0		0	0	1
Fighting	1	5	1	0	1		0	0	8
Need Altn Prog	7	7	3	8	2		1	0	28
Retained in cla	1	0	0	0	0		0	0	1
Agress/Fight	0	3	0	0	0		0	0	3
Emo/men Prob	0	0	0	0	1		0	0	1
Not listed	1	3	1	0	0		0	1	6
TOTAL	159	438	153	253	128		14	58	1203

Testing Information

Average test scores

	Read	Math	Lang	Know.
Barrett	5.5	6.2	6.3	5.6
Beaumont	7.4	7.3	7.4	6.8
Bon Air	8.4	7.7	9.2	6.3
Hanover	6.4	7.4	6.4	6.3
N. Bridge	8.2	8.0	7.7	8.0
O. Ridge	2.5	3.7	3.0	3.1
Not Rec	6.8	6.9	7.0	6.2
Average	7.1	7.2	7.2	6.6

Educational training at commitment

	HS Dip	GED Cert	Voc Cert	GED & Voc	None	Totals
Barrett	0	3	0	0	156	159
Beaumont	2	11	55	5	365	438
Bon Air	0	3	14	1	135	153
Hanover	0	0	20	0	233	253
N. Bridge	1	1	4	0	122	128
O. Ridge	0	0	1	0	13	14
Not Rec	0	1	8	0	49	58
Average	3	19	102	6	1073	1203

Educational Goals

	cont Pub Sc	GED cert	Voc cert	go to coll	GED & Voc ct Coll		Not Sure	Totals
Barrett	80	7	4	1	0	6	61	159
Beaumont	124	132	123	0	39	0	20	438
Bon Air	38	22	3	0	40	0	50	153
Hanover	122	27	13	0	13	0	78	253
N. Bridge	43	26	4	0	22	0	33	128
O. Ridge	9	0	0	0	0	5	0	14
Not Rec.	24	2	2	2	12	10	6	58
TOTALS	440	216	149	3	126	21	248	1203

Educational Recommendations

	Acad Voc	GED Voc	Reg Prog	Reme/ Prog	SpEd/ Voc	SpEd Prog	Voc Prog	SpEd ILS	Coll/Coll Voc	Coll/Coll Prog	Total
Barrett	38	1	0	23	77	17	0	3	0	0	159
Beaumont	98	83	13	80	110	3	13	33	4	1	438
Bon Air	49	32	0	21	40	3	1	2	3	2	153
Hanover	94	4	0	41	97	5	1	11	0	0	253
N. Bridge 38	35	0	19	29	1	2	4	0	0	128	
O. Ridge	0	0	0	2	6	3	0	3	0	0	14
Not Rec.	21	7	1	3	15	7	1	3	0	0	58
TOTALS	338	162	14	189	374	39	18	59	7	3	1205

Levels of Committing Offenses

	One	Two	Three	Four	NR	Totals
Barrett	71	49	24	5	10	159
Beaumont	184	123	75	20	36	438
Bon Air	88	20	23	3	19	153
Hanover	120	64	43	14	12	253
N. Bridge	52	55	12	3	6	128
O. Ridge	7	2	4	0	1	14
Not Rec	13	7	7	0	31	58
TOTALS	535	320	188	45	115	1203

Characteristics of youth committed to DOC during fiscal year 1987-88.

Included in the transition program is the results of a study indicating certain characteristics of youths who were committed to the Department of Corrections during the fiscal year 1987-88. The information included the following characteristics: demographic information, current educational status, results of DCE testing, training at commitment and committing offense.

Demographic data included information related to sex, race, age distribution, age range and average age. Educational information reflected educational status at time of commitment, last grade completed prior to commitment, functioning grade level, and adjustment problems in the previous school setting. Testing information revealed the average test scores in reading, math, language and general knowledge, the level of educational training at commitment, educational goals, and educational recommendations.. Committing offense information indicated an offense level ranging from one to four with four being the most serious committing offense.

Analysis of the demographic information indicated that 1,203 youths were committed to the Department of Corrections during the fiscal year 1987-88. Of the 1,203 total, 87% or 1,050 were males and 13% or 153 were females. There were 51% (612) Black youth committed and 45% (539) white youth committed. Age distribution ranged from 11 to 19 years of age. The age range varied from 11.2 years of age to 19.6 years of age with the average age of the 1,203 committed youth being 16.2 years of age. of the 1,203 committed youth, 630 youth were enrolled in public school at the time of commitment while 174 were enrolled in some type of alternative education program. Unfortunately the study revealed that 122 youths had dropped out of school, 81 had been expelled and 38 had been suspended from school at the time of commitment. Additionally, it was found that 739 youths were in the 6th, 7th, or 8th grade at the time of commitment. Also, it was noted that only 103 students were working at grade level or above at time of commitment. The remaining 1100 students were functioning at a level that was 1 to 4 grade levels below where they were supposed to be functioning. Regarding adjustment problems in school the major problem that youths encountered was attendance (334), while problems of being disruptive was significant (143) and the necessity to suspend or expel (188) was also a major problem. Regarding educational goals, one of the most significant findings was the fact that of the 1,203 youth, 440 of them indicated that returning to public school was an educational goal; 216 youth wished to pursue a GED certificate, and 126 expressed a desire to obtain their GED and attend a vocational center. Educational recommendations reflected that all of the 1,203 youth should be involved in some type of educational program upon their release from the learning center.

The educational recommendations ranged from placement in Special Education to placement in a college setting. The bulk of the recommendations (1,063) were in the following categories: academic-vocational (338); GED-vocational (162); remedial-vocational (189); and Special Education-vocational (374).

It is to be concluded from this report that the majority of the students committed during the 87-88 fiscal year expressed as an educational goal the fact that they wished to return to the public school setting, to attend an alternative school for GED preparation or to obtain their GED and attend a vocational center. Therefore the bulk of the data supports the need for the services of the Transition Specialist in facilitating the transition from the learning center school to the public school placement. In 1984, Washington state began transitional services to juvenile parolees returning to their community schools from learning centers. Prior to the creation of the transition unit, only 19% of youth paroled to region 4 (king county) were still in a school program at the end of their parole. After the unit was in operation for a year, David Guthman, a researcher for the Division of Juvenile Rehabilitation, found that 52.9% of the parolees in Region 4 were still in a school setting at the end of their parole.

This figure was the highest for any region in the state by 14% percentages points. These results were documented by Guthman, in "An Analysis of Community Transition Among Juveniles Paroled in Washington State" (August 1985). Thus, it has been demonstrated that transition services can result in an statistically significant increase in school attendance completion.

Strategies for Increasing Awareness

1. Inservice training via a teleconference for learning center counselors, probation officers and public school guidance counselors. The teleconference training will focus on the role of the transition specialists at each learning center and the mission and philosophy of the Department of Correctional Education.

2. Establish interagency agreements with agencies which provide similar services to adjudicated youth. Improved interagency coordination will result in improved service delivery to students.

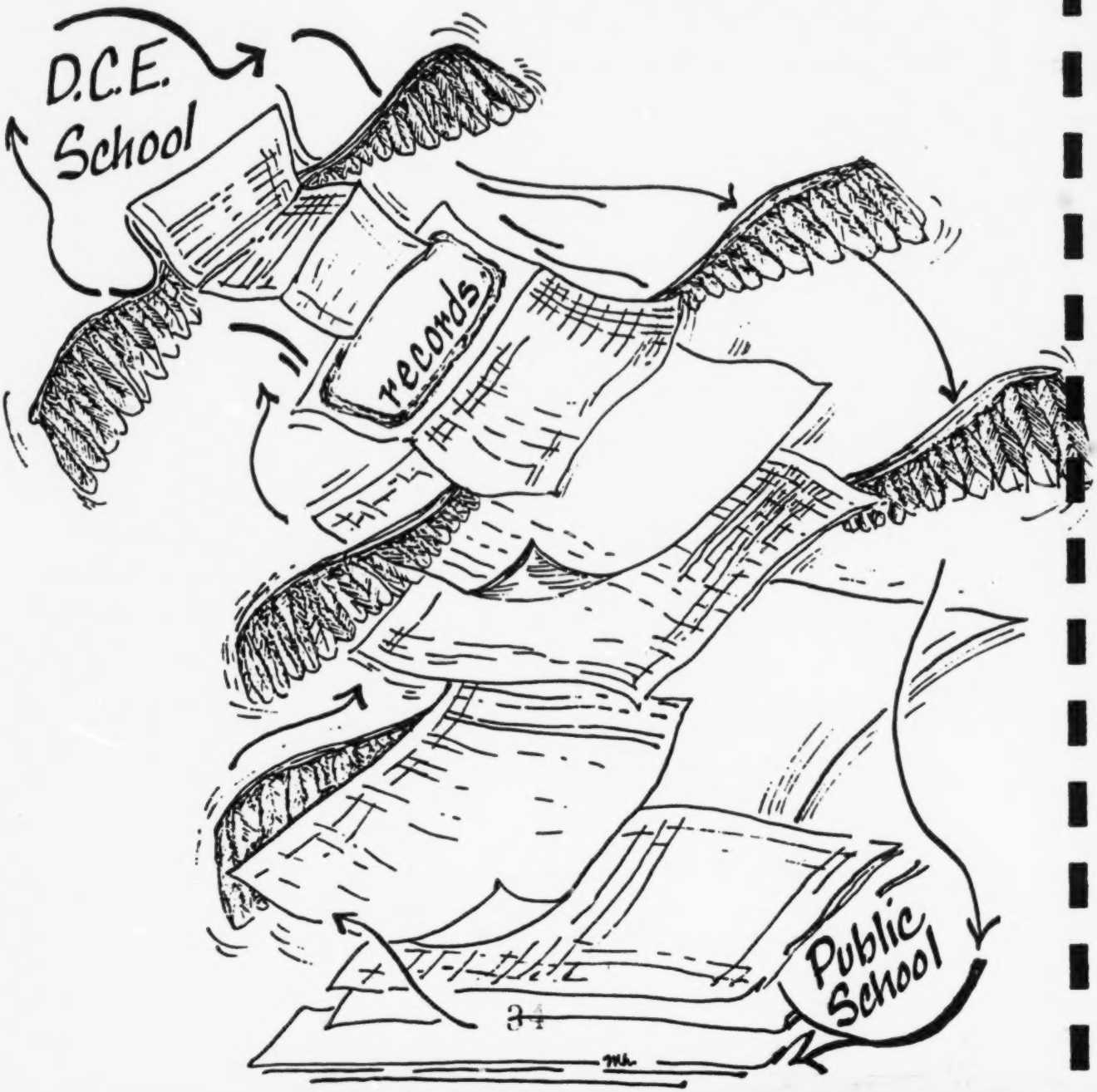
3. Provide inservice training at the local institution to DCE teachers and institutional counselors.

4. Establish contact with the public school to which the student is returning and establish a pre-release school visit for the student.

5. Establish a visitation program for public school guidance counselors to visit the institution to which the student has been committed to include a tour of the educational facilities and a tour of the residential facilities.

6. Establish a visitation program for transition specialists to visit various school districts to which students are returning to include a tour of educational facilities, visiting within the classroom, explanation of special programs and the opportunity to visit with school staff for the purpose of exchange of information and ideas.

Transfer of Records



Phase II

TRANSFER OF RECORDS

TRANSFER OF RECORDS

Historically there have been numerous problems in the transfer of records from the public school last attended to the DCE Schoo and subsequently from the DCE school back to the community school. Education is an integral part of the rehabilitative process hence, the immediate availability of academic records becomes a major concern. The Department of Correctional Education is addressing this concern via the following procedures:

A. upon the student's entry to the Reception and Diagnostic Center, educational records are requested from local educatio agencies when they are not included in the transfer packet.

B. Educational records are reviewed by appropriate personnel.

C. Testing, evaluation, and counseling are conducted according to local, state, and federal guidelines.

D. The staffing committee, a multidisciplinary team, meets to identify student needs and to make determinations regarding institutional placement.

E. The Evaluation Service Recommendations package and the Educational/Vocational package are finalized and forwarde at the time of transfer, to the receiving institution/school.

F. Within thirty days of arrival at the institution, the transition specialist, in conjunction with the multidisciplinary team, assists with the development of the Comprehensive Service Plan. The plan identifies needs and outlines strategies for transitioning..

G. The Comprehensive Service Plan is monitored and modified by the treatment team and transition specialists.

H. The principal is responsible for having the educational records updated and compiled for transfer. The transition specialist coordinates the exit transfer process.

   a. Inter-institutional transfer -- educational information is forwarded within five days of the institutional transfer.

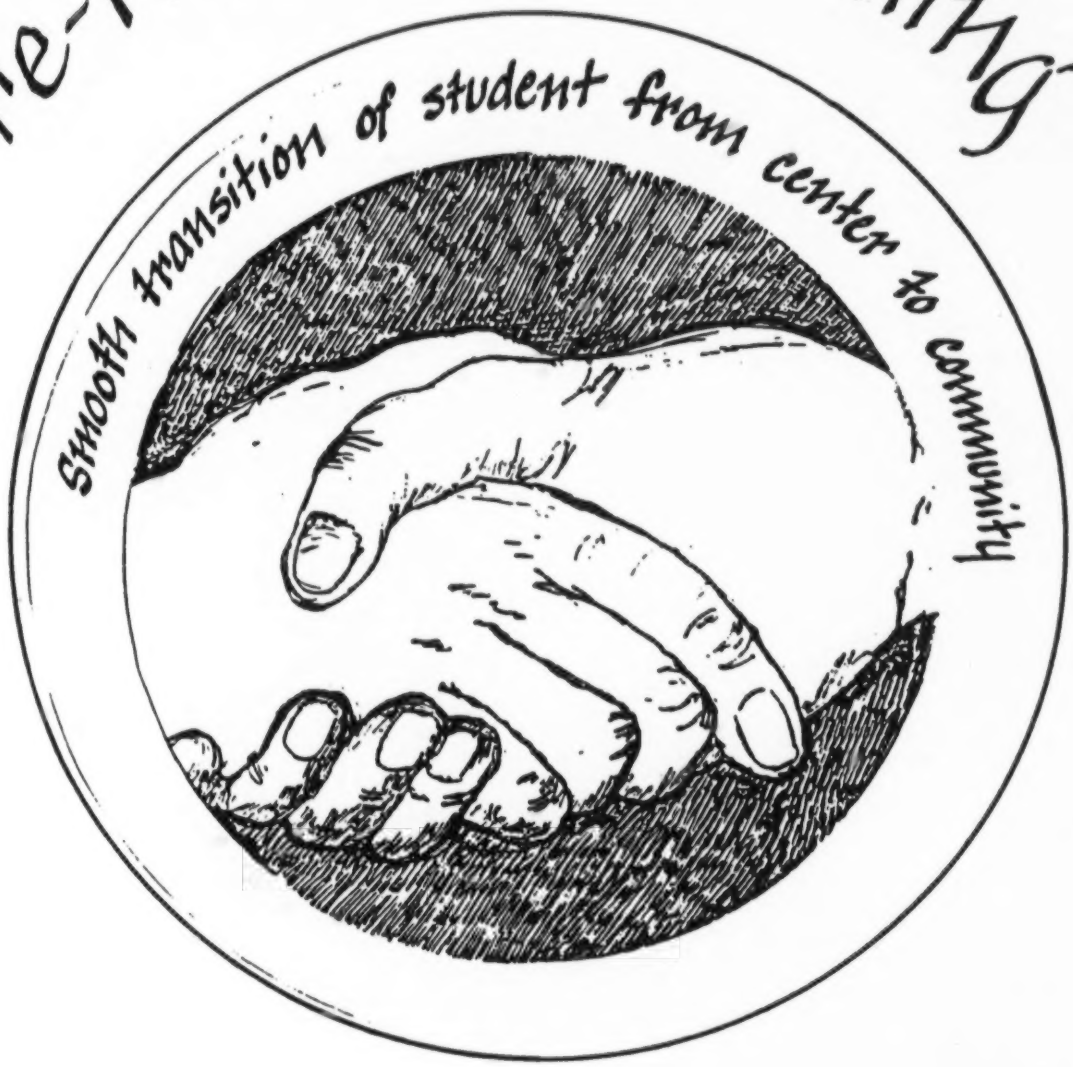
   b. Community reintegration -- The transition specialist notifies the aftercare worker, LEA guidance counselor, prospective employer, or makes other referrals to transition students into the community.

Hopefully by following the specific guidelines, the flow of information will be expedited from the public school to the DCE schoo to DCE schools within the system and for returning to the community setting.

Phase III

PRE-PLACEMENT PLANNING

Pre-Placement Planning



PRE-PLACEMENT PLANNING

The pre-placement planning phase of transition is closely tied to the transfer of records. The smooth transition to a suitable community school program in a comfortable and supportive environment is integral to ensure continued school involvement for the youth. For the typical youth released from our learning centers it is a critical issue that they return to public school due to the increased level of academic and vocational skills required for entry into the job market in today's society. Nationally it has also been generally recognized that students returning from learning center schools do not experience the success which "normal" high school students experience. Pre-placement planning which begins at the point at which the student arrives at the learning center will attempt to address the needs of students returning to the community and will seek to facilitate the smooth transition of the student from the learning center to the community.

Nationally it is estimated that 28-37% (goa; Rutherford) adjudicated youth are identified as educationally handicapped. Within the Virginia Department of Education it is estimated that 48% of adjudicated youth are identified as educationally handicapped either by the previous public school placement or by The Department of Correctional Education.

The following definitions relating to Special Education apply to the policies adapted by The Department of Correctional Education:

A. Evaluation: Procedures used to determine the presence of a handicapping condition and the nature and extent of the special education and related services needed by the student.

B. Free and Appropriate Public Education: Special education and related services provided under public supervision and direction without charge to the parents.

C. Handicapped: Those individuals identified as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, and who because of these impairments need special education an related services.

D. Individualized Education Program: A written educational plan developed for each handicapped student to meet his/her unique needs.

E. Least Restrictive Environment: A basic principle of P.L. 94-142 stating that handicapped students are educated with non-handicapped students to the maximum extent possible.

F. Related Services: Supportive services required to assist a handicapped student benefit from special education.

G. Special Education: Special instruction, at no cost to the parent, designed to meet the unique needs of a handicapped student.

H. Surrogate Parent: A person other than the natural parent who has legal responsibility for an individual's welfare

I. Transitioning Program: Support services that assist students in their adjustment to moving from a community setting to a correctional program and back into the community.

POLICY: It is the policy of the Department of Correctional Education to evaluate, identify and serve all handicapped individuals as defined by P.L. 94-142 and Section 504 of the Rehabilitation Act by providing a free and appropriate public education to students assigned to facilities operated by the Virginia Department of Corrections. Equal access to programs and services is provided to all individuals and is designed to meet their educational needs as adequately as those of non-handicapped students.

PROCEDURES:

A. All offenders are screened to identify those students who are experiencing learning and/or adjustment problems. This screening is completed within 60 administrative working days from the date of initial intake.

B. A referral for special education services can be initiated by any person suspecting the presence of a handicapping condition. This referral suggests that additional evaluations are needed to fully access the student's needs and begin the special education process.

C. Written consent to perform special education evaluations is requested from the parent/guardian of those students under 18 and from the student who is over 18. If the parents of a student under 18 cannot be identified, located, or the parental rights have been terminated by the court, a surrogate parent is assigned.

D. Once consent is obtained from the parent/guardian/surrogate or student, as appropriate, evaluations are initiated. These evaluations assess all areas related to the suspected disability and include, but are not limited to, educational, medical psychological, and social cultural components.

E. Evaluations consist of a battery of tests that identify the treatment/educational needs of the student. All tests are

1. culturally and racially non-discriminatory;
2. administered in the student's native language or other mode of communication;
3. validated for the specific purpose for which they are used;
4. administered in conformance with standardization procedures;
5. designed to assess specific areas of need rather than provide a single intelligence quotient; and
6. selected and administered so that they reflect the student's ability rather than impairment.

F. Once the evaluation components are completed, an eligibility meeting is scheduled to determine if the student needs special education services.

G. The eligibility meeting is held simultaneously with the staffing process. Any prior community eligibility determinations are acknowledged and students are served accordingly.

H. The parent/guardian, student, and school district of legal residence are notified with respect to the results of the eligibility meeting.

I. completion of this process does not exceed 65 administrative working days from the date the referral was deemed appropriate.

J. Throughout the process, parent/guardian and/or student are informed that they have the right to

1. a free and appropriate public education;
2. receive a written notification and provide written consent before a change in the identification, evaluation, or placement of the student is initiated;
3. have the educational placement determined in a non-discriminatory manner;

4. disagree with the evaluation performed and have an independent evaluation performed at public expense if the initial evaluation is deemed inappropriate;

5. inspect and review the student's educational records and request that the information be changed or removed if it is incorrect, misleading or in violation of the student's right to privacy, (all information is maintained in a confidential manner);

6. participate in a meeting designed to develop the student's IEP if the student is determined eligible for services;

7. initiate an impartial due process hearing when a disagreement occurs on matters relating to identification, evaluation, or educational placement of student;

8. have the student remain in his/her present educational placement during any pending administrative or judicial proceeding regarding the complaint; and

9. obtain, upon request, information regarding free or low cost legal services and information as to where an independent educational evaluation can be obtained.

L. The IEP is the result of a committee effort and includes

1. a statement of the student's present level of educational performance

2. a statement of annual goals and short-term objectives;

3. a statement of the type and extent of the special education-related services to be provided;

4. the projected date of initiation and the anticipated completion date for the services;

5. appropriate objective criteria, evaluation procedures, and schedules for determining whether the short-term objectives are being achieved; and

6. consideration of the principal of least restrictive environment.

M. The IEP Committee is convened, as needed, to review each student's IEP and, when appropriate, to revise its provisions. A meeting is held for this purpose at least annually.

N. Written correspondence is used to ensure the participation of one or both of the parents, guardians, surrogates, or the student, as appropriate, as well as a representative from the Department of Corrections.

O. Special Education and related services are provided

1. in accordance with the standards of the Virginia Board of Education and the Board of Correctional Education;

2. in accordance with the provisions of the IEP;

3. in the least restrictive environment (LRE);

4. in the following areas:

   a. elementary and secondary program (ABE/GED);

   b. career, pre-vocational and vocational education;

   c. physical education/recreation;

   d. social education; and

   e. fine arts

5. with the following alternatives for placement and services:

   a. Self-Contained Classes: A special education class in which handicapped students receive between 61 percent and 100 percent of their instruction.

   b. Resource Services: Students receive services between 21 percent and 60 percent of the school day.

   c. Itinerant/Consultation: Students receive services less than 21 percent of the school day.

   d. Adaptive Physical Education: Physical education programs modified to accommodate handicapped students.

   e. Adaptive Vocational Education: Vocational education programs modified to accommodate handicapped students.

   f. Transportation: Transporting a student from one location to another to receive required special education services.

   g. Speech/Language/Hearing Services: Services devoted to the diagnosis and treatment of speech, language, and hearing disorders.

   h. Audiological Services: Services devoted to the diagnosis and treatment or remediation of hearing impairments.

   i. Psychological Services: Services provided by a psychologist that are devoted to the diagnosis and treatment of mental processes and human behavior.

   j. Occupational Therapy: The use of creative and manual activities designed to help individuals achieve greater mastery of their bodies and an increased ability to cope socially in their environment.

   k. Recreation: Services devoted to the facilitation of social and leisure activities.

   l. Medical/Health Service: Services devoted to the diagnosis and treatment of physical conditions.

   m. Counseling/Social Work Services: Services provided by a counselor that are devoted to the diagnosis and treatment of mental processes and human behavior.

SUBJECT: SECTION:

TRANSITION OF EDUCATIONAL RECORDS YOUTH SCHOOLS

I. AUTHORITY: Code of Virginia, Chapter 14, Article 5, Section 22.1-287

II. PURPOSE: To ensure a smooth transition of all DCE youth school students, to include movement within the system and reintegration to the community.

III. APPLICABILITY: All students enrolled in DCE Youth School Programs.

IV. DEFINITIONS: None

V. POLICY: It is the policy of the Department of Correctional Education to provide support services that assist students in their adjustment to correctional programs and their return to the community. Through a coordinated interagency effort, support services such as counseling, service planning, evaluation, and career education and guidance are provided.

VI. PROCEDURES

A. Upon the student's entry to the Reception and Diagnostic Center, educational records are requested from local education agencies when they are not included in the transfer packet.

B. Education records are reviewed by appropriate personnel,

C. Testing, evaluation, and counseling are conducted according to local, state, and federal guidelines.

D. The staffing committee, a multi-disciplinary team, meets to identify student needs and to make determinations regarding institutional placement.

E. The Evaluation Service Recommendations package and the Educational/Vocational package are finalized and forwarded, at the time of transfer, to the receiving unit.

F. Within thirty days of arrival at the institution, the transition specialist, in conjunction with the multi-disciplinary team, assists with the development of the Comprehensive Service Plan. The Plan identifies needs and outlines strategies for transitioning.

G. The Comprehensive Service Plan is monitored and modified by the treatment team and transition specialist.

H. The principal is responsible for having the educational records updated and compiled for transfer. The transition specialist coordinates the exit transfer process.

a. Inter-institutional transfer -- educational information is forwarded within five days of the institutional transfer.

b. Community reintegration -- the transition specialist notifies the aftercare worker, LEA guidance counselor, prospective employer, or makes other referrals to transition students into the community.

Student's Release from the Learning Center

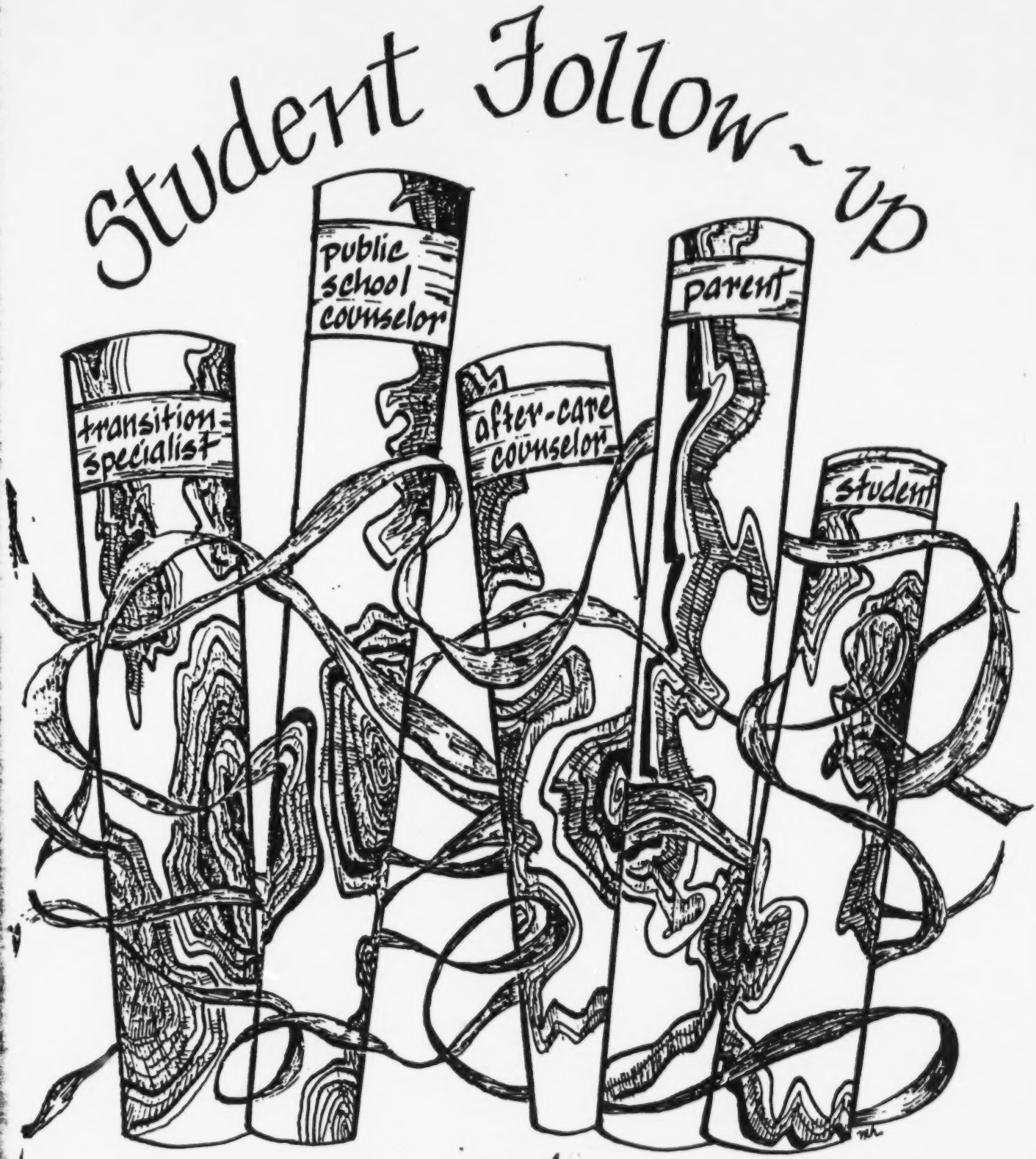
Upon being notified of the student's release at least two weeks in advance by the learning center counselor, the Transition Specialist initiates an exit interview with each student who is being released from the learning center. At the exit interview the Transition Specialist determines the school the student is returning to and other pertinent information relative to the student's transition to the community. Also, the transition specialist contacts the exiting student's probation officer and high school counselor relative to the student's return to the community. It is the responsibility of the Transition Specialist to assure that the transcript is forwarded directly to the public school counselor whose responsibility it is to enroll the student. Additionally, other important educational data i.e., individualized educational plan, sociological, psychological, medical, speech and language evaluation, and immunization record should be included with the transcript. When the public school counselors have all the pertinent educational information regarding a student, they are better able to placed students in proper school placements. The lack of such records often results in a student being place in an inappropriate placement or not being placed at all.

Additionally, it is advisable to have a uniform system in place to gather the information for the preparation of the transcript in a timely fashion. It is also imperative that Transition Specialists be notified of a student's release at least two weeks in advance in order that there may be sufficient time allotted for gathering the information for the student transcript, having it typed and mailed out to the local school district prior to the student's arrival.

The aftercare counselor assumes the responsibility for seeing that the student physically gets to the school that he will be attending. Also the aftercare counselor will be responsible for seeing that the student has a pre-release visit to the school to which they will be returning. This can be scheduled to coincide with a pre-release visit to the home to which the student will be returning.

Phase IV

STUDENT
FOLLOW-UP


Student Follow-up
public school counselor
parent
transition specialist
after-care counselor
student

Phase IV: Student Follow-up

Once a student is released from the institution and returns to the community school, the real challenge begins, that of keeping him in school. The transition specialist notifies the public school counselor when a student from the learning center will return to public school. The aftercare counselor facilitates the process by assuring that the student is physically placed in the school. The aftercare counselor meets with the parents and involves them in the process of having the student return to school. The transition specialist at the learning center contacts the public school guidance counselor at least twice during the time that the student is on probation which is usually for a period of 6 months. The school counselor monitors student attendance and the aftercare counselor monitors the attendance of the student.

Traditionally, once a student has left the learning center there has been no follow-up by the Department of Correctional Education. In the past the only information that the DCE would have on a student would be the fact that the student had recidivated. Under the present system, at least two contacts are made with the public school counselor and the aftercare counselor while the student is on probation.

Additionally, a final status report is completed on the student when he/she completes aftercare/probation.

Post-Placement Communication

It is beneficial for DCE teachers and administrators to receive some feedback regarding students who have exited programs. Many times teachers are not aware of whether or not the educational program at the learning center has had an impact on students'. If the only news about a student that the DCE teacher received is that they have been recommitted, then this tends to have a negative influence on the teacher's morale. In an effort to garner more detailed academic/vocational and employment information regarding the student once they have left the institution, the transition specialists are seeking to establish lines of communication between them and the public school guidance/counselors and aftercare counselors. The transition specialists will be able to provide some positive feedback which will tend to boost morale and to re-assure teachers that they are providing important and necessary educational/vocational and employment skills to their students. This information is gathered via the transition specialist making at least two contacts with both the local public school counselor and the probation counselor and completing a final status report on the student when the probation time has been completed.

Post Placement

It is appropriate to note that several public school systems have recognized the value of transitioning. Henrico county, located adjacent to Richmond, requires that all students returning to the Henrico school system from a learning center placement report to Dr. Robert Smith who reviews records and transcripts and then places students in the appropriate school and grade. The Newport News public school system has recently appointed a transition counselor who serves as the liaison between the Department of Correctional Education (DCE) and the Newport News public schools. The DCE transition specialist forwards the information packet of an exiting student to Mr. Tim Grimes, transition counselor. Mr. Grimes then meets with the student and public school counselor and assists with the student's re-entry to school. Mr. Grimes maintains contact with the student during the school year. The concept of a transition agent in the local community is both unique and supportive for the returning student. It is hoped that other public school systems throughout the state will adopt this model

For additional information regarding the Transition Program of the Virginia Department of Correctional Education, write to:

Robert L. Slaughter, Coordinator
Chapter 1/Transition Programs
Department of Correctional Education
James Monroe Bldg., 7th Floor
101 N. 14th Street
Richmond, VA 23219-3678

Phone: (804) 225-3324

or

Virginia Department of Education
P.O. Box 6Q
Richmond, Virginia 23216-2060

Charles Conyers: (804) 225-2066
Macio H. Hill: (804) 225-2911

APPENDIX I

Transition Fact Sheet

Name: _____ Cottage: _____

D.O.B. _____ Age _____ Date of S.P.M. _____

Home/Residence _____

_____

_____

Length of Stay ___ ___ ___

Contact Person _____

Address _____

_____

Student's Plan of Action (Service Plan)

Aftercare Plan

Available at S.P.M. Yes ☐ No ☐

P.O. Attended S.P.M. Yes ☐ No ☐

Dates called, unable to talk to P.O. _____

Dates contacted P.O. _____

Referred to Voc. Rehab (date) _____

APPENDIX II

EXIT INTERVIEW

Name: _____

Release Date: _____

Residence: _____

Last School Attended: _____

School Returning to: _____

Grade: _____

What Subjects Liked? _____

What Subjects Disliked? _____

School Attendance: _____

Homework: _____

Teacher Relationship: _____

Peer Relationship: _____

Guidance Counselor: _____

Career: _____

Hobbies: _____

What have you learned at _____ learning Center

_____

_____

_____

_____

_____

Entered: _____

Left: _____

APPENDIX III

Probation Aftercare Report

Student's Name: _____

Name of School: _____

School Personnel Contact: _____

Phone Number: _____

Date of Contact: _____

1. Is student currently enrolled in school?

2. Grade placement of student:

3. Overall academic progress in school:

4. Overall attitude in school:

5. Attendance:

6. Extracurricular activities:

7. Additional comments:

APPENDIX IV

School Aftercare Report

Student's Name: _____

Aftercare Counselor: _____

Phone Number: _____

Date of Contact: _____

1. Is student employed: yes _____ no _____
2. If employed, location: _____

   _____
3. Cite examples of students progress on aftercare:
   (a) family -
   (b) community -
4. Any violation of aftercare?
5. Overall attitude of aftercare:
6. Has student been involved in any treatment programs on aftercare?
7. What are the students' plans for the future?
8. Students' overall prognosis
   (a) excellent _____
   (b) good _____
   (c) satisfactory _____
   (d) poor _____
9. Additional comments:

Transition Report
(due by the 5th of each month)

Transition Specialists' name: _____

DCE School: _____

For the Month of: _____

1) The number of comprehensive service plans attended: _____

2) The number of public school guidance counselors you have contacted: _____

3) The number of probation officers you have contacted: _____

4) The number of new students received in your institution: _____

5) The number of students released from your institution: _____

6) Current student population: _____

7) The number of student contacts that you have made this past month: _____

8) additional comments:

_____

_____

_____

_____

_____

_____

APPENDIX VI

COMMONWEALTH of VIRGINIA

Department of Correctional Education (DCE)

Office of
the Principal
Local: 804-323-2640
Scats: 8-323-2640

DCE Youth School
Reception & Diagnostic Center
1601 Bon Air Ro
Bon Air, Virginia 232

I authorize _____

_____

_____

_____

to release/exchange reports, records, and/or information checked below with the Department of Correctional Education, on

Student: _____

DOB: _____

_____
Date

_____
Signature (Parent/Guardian/Student)

Principal
_____
Relationship

X Sociological

X Educational

X Psychological

X Medical

X Speech and Language Evaluation

X Immunization Record

X Individualized Education Program

*Students 18 years or older may authorize Release/Exchange of information

Route to: Public School & DCE/R&DC

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APPENDIX VII

COMMONWEALTH of VIRGINIA

Department of Correctional Education (DCE)

Office of
the Principal
Local: 804-323-2640
Scats: 8-363-2640

DCE Youth School
Reception & Diagnostic Center
1601 Bon Air Rd.
Bon Air, Virginia 232

Dear _____:

_____ may soon be received at the Reception and Diagnostic Center (RADC) in Bon Air, Virginia, where she/he will remain for approximately three (3) weeks. During this time, the Department of Corrections (DOC) and the Department of Correctional Education (DCE) will conduct evaluations to determine the specific treatment and education needs of your child.

The Department of Correctional Education is the state agency which provides educational services to youth committed to the Department of Corrections. In this regard, State and Federal guidelines require us to establish procedures to conduct thorough educational evaluations which when appropriate will include consideration for special education and related services. Please note, at this time we are unfamiliar with your child's educational history and do not know whether your child will be considered for special education or related services until the evaluations are completed. The Department of Correctional Education must receive your written consent before their evaluations can be used for special education purposes.

If your child has previously been identified for special education services, the current identification will be honored unless challenged by a member of the evaluation team. A triennial (3 year) review will be held during this evaluation if your child is within six months of the expiration date of his/her present eligibility status.

Please review the attached enclosures.

1. Enclosure I - Evaluation Components for Special Education
2. Enclosure II - Description of rights and protections guaranteed for you and your child.
3. Enclosure III - Parental consent for use of the evaluations.

If you do not have any questions or concern, please sign and date the parental consent form (Enclosure III), in the section that best describes your responses. Your signed consent form may be returned in the enclosed self-addressed, stamped envelop by no later than _____. You will be notified of the eligibility decision if your child is referred for special education or related services.

If there are questions, please contact me.

Sincerely yours,

Michael L. Dettra

Principal, DCE Educational Component
Reception & Diagnostic Center

Enclosures

cc: (w/Enclosures) Master file; Transfer file

cc: (w/o Enclosure) DCE/RDC file; School Division of Legal Residence- DCE Receiving School-

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BEST COPY AVAILABLE

Commonwealth of Virginia
Secondary School Transcript

_____ PUBLIC SCHOOLS
Name of Division
BH002 Revised 3/88

Student Legal Name: (Last) (First) (Middle)
Student Number: Date of Birth: Sex: Graduation Date:
Home Address: Home Telephone: Type of Diploma:

Gr: School:							Gr: School:							Gr: School:						
Yr – Days Abs:						Cred	Yr – Days Abs:						Cred	Yr – Days Abs:						Cred
Course							Course							Course						